DOCUMENT RESUME

ED 056 229 VT 014 206

TITLE	The Secretary's Regional Conferences on Vocational Education, Philadelphia. Summary, 1971.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
PUB DATE	71
NOTE	54p.; Report of a Region III Conference (Philadelphia, Pa., April 13-14, 1971)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Career Education; *Career Planning; Conference Reports; Elementary School Curriculum; High School Curriculum; Interagency Cooperation; *Program Effectiveness; Program Evaluation; *Program Improvement; Program Planning; School Industry Relationship; *Student Needs; Vocational Education
IDENTIFIERS	Region 3

ABSTRACT

This Region III conference called by the Secretary of Health, Education, and Welfare, brought together 240 participants from six eastern states to discuss how career education needs of youth and adults and the needs of the economy are being met, determine the role of vocational education in the process, and identify methods of redirecting education in the 1970's so that secondary students are prepared for immediate employment or further education. The general conclusion of the 2-day conference was that the present program of education does not meet the career education needs of youth or adults. Some recommendations were: (1) Career education should be adopted as a national program and with appropriate funding priorities, (2) Improved techniques should be developed for projecting manpower needs at the local, state, and regional levels, as a basis for program planning, (3) A partnership should be formed with education, the community, business, labor unions, and government to design the structure of career education, and (4) The guidance and counseling program needs to be improved by providing career guidance, job placement, and followup services. Related reports are available as VT 013 385-013 387, VT 014 205-014 210 and VT 014 228 in this issue. (SB)

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SUMMARY

1971

THE SECRETARY'S REGIONAL CONFERENCES ON VOCATIONAL EDUCATION

PHILADELPHIA

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

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Secretary's Regional Conference on Vocational Education

sponsored by

U. S. Department of Health, Education and Welfare
U. S. Office of Education - Region III
Philadelphia, Pennsylvania

April 13-14, 1971

Sheraton Hotel
1725 John F. Kennedy Boulevard
Philadelphia, Pennsylvania

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ACKNOWLEDGEMENTS

The planning, organization and administration of a conference such as this required the services of many people. It would be folly to attempt to recognize the individual contributions of so many that made this conference a success.

It suffices for me to express the appreciation of my staff and myself to those who worked tirelessly in planning and organizing the conference and to the participants on the conference program. We, the staff of Region III, US Office of Education, are very grateful to the speakers, panelists, discussion leaders and recorders for a job well done.

May I take this opportunity to officially express my formal appreciation to Mr. Robert A. Smallwood, Director, Adult, Vocational and Technical Education, for the excellent work that he did in the overall supervision of the conference and the many hours of work he did above and beyond the call of duty to make the conference a great success.

Walker F. Agnew
Regional Commissioner

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Honorable Elliott L. Richardson
Secretary
US Department of Health, Education and Welfare
Washington, D. C.

Dear Mr. Secretary:

At the request of your office, a Regional Conference on Vocational Education was held in Region III, Philadelphia, Pennsylvania, on April 13-14, 1971.

It gives me great pleasure on behalf of the many citizens who reside in the six states served by Region III to submit to you this Summary Report of the conference.

It is our belief that this conference, through the interested and knowledgeable representatives participating, explored fully and objectively many of the educational issues facing our society today. As a result of concentrated effort the conference participants developed several strong recommendations.

The consensus of those attending the conference is that these recommendations will help to strengthen our system of education and we respectfully request your consideration.

Sincerely yours,

Walker F. Agnew

Walker F. Agnew
Regional Commissioner

Enclosure

INTRODUCTION

Background

On January 4, 1971 the Secretary of Health, Education and Welfare requested the Commissioner of Education to hold ten Regional Conferences, to gather more detailed information about Vocational Education The request came as a result of the Department of Health, Education and Welfare's lack of satisfaction with responses provided to questions raised about Vocational Education by the Administration. The responses prepared for the Administration were not complete because much of the requested information was not obtainable through the existing reporting system. It was recognized that the information would have to be gathered at the local level from people who have intimate knowledge of both the strengths and weaknesses of the present system of vocational-technical education and the direction it should take in the 70's.

At the same time, the Department of Health, Education and Welfare wished to provide constructive Federal leadership in career education to meet the needs of people and the economy. It was felt Regional Conferences would accomplish the above by serving as a forum for the productive discussion of constructive ideas.

Delegation of Authority

The delegation of authority to plan and implement the ten Regional Vocational Education Fact-Finding Conferences came directly from the Secretary of Health, Education and Welfare to the Commissioner of Education to the Bureau of Adult, Vocational and Technical Education of the US Office of Education.

Region III Conference Facts

Location and Date

The Vocational Education Fact-Finding Conference for Region III of the Office of Education, US Department of Health, Education and Welfare was held at the Sheraton Hotel, Philadelphia, Pennsylvania, on April 13-14, 1971.

Purpose

The conference was designed to bring together knowledgeable and concerned people to discuss how the career education needs of youth and adults and the needs of the economy are being met by schools in their communities: to determine the role that vocational education is playing in the process: and especially to identify methods of redirecting education in the 1970's in order to prepare every person leaving school for immediate employment or further education.

Participants

Approximately two hundred and forty persons were in attendance from the six states (Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia) served by Regional Office III. Among those present were the Governor of the State of Delaware; representatives of the business and industrial community; educators from elementary, secondary and post-secondary school programs; local, county and state supervisors and administrators from education and social service agencies; organized labor, professional and trade associations; State legislators and Mayor's emissaries; students from secondary and post-secondary schools taking regular and special education programs; youth group members; persons associated with national and state Advisory Councils; Federal service agencies including the Departments of Labor, Agriculture and Interior; and interested parents.

Conference Format

Mr. George Hutt served as General Conference Chairman and did an outstanding job. Mr. Hutt is actively involved in many educational pursuits. He is a member of the Board of Education of Philadelphia, the Vocational Education Advisory Council of Philadelphia, the Pennsylvania Advancement School, the Intensive Learning Center, the Advisory Committee on Higher Education of Pennsylvania, Chairman of the Board of Directors, National Equal Education Opportunities Council, and many others. Somehow, Mr. Hutt finds time to devote to his position as Executive Director, Education Council, Greater Philadelphia Chamber of Commerce.

Four major inputs consisting of comments by several speakers, reactions to speakers comments by several panels of experts, in depth discussions and analysis of the issues of the conference participants in small discussion groups and testimony by the conference participants in a final general session, constituted the significant aspects of the conference.

Six speakers addressed the general sessions of the conference. They were selected to speak to the five objectives set forth and were persons highly qualified with known expertise in the particular area to which they addressed their remarks. An indication of the excellent credentials of the speakers can be determined from the following.

The Honorable Russell W. Peterson, Governor, State of Delaware, is a sincere, valuable and knowledgeable friend of education. Governor Peterson took time from his busy schedule to deliver the keynote address at the National Conference of the American Vocational Association in New Orleans on December 4, 1970. He presently serves as Chairman of the Education Commission of the States, whose membership includes many national public officials and educators. The Governor actively works with national and local organizations including the National Municipal League, Greater Wilmington Development Council, Correctional Council of Delaware, and many others too numerous to mention.

Dr. August C. Bolino, Professor of Economics at Catholic University, Washington, D. C., has extensive experience and training in education, manpower and economics. He entered the Federal Manpower field in 1962 when he joined the US Office of Manpower Automation and Training in the US Department of Labor. In 1964 he was appointed Manpower Evaluator, US Office of Education. In 1967 he served as a Technical Assistance Expert for the US Office of Economic Opportunity. Dr. Bolino is the author of many articles and books on the subject of Manpower and Economics and is a recognized authority in this field.

Mr. Leonard H. Rosenberg, President, Chesapeake Life Insurance Company, has a long history of concern, interest and involvement in education. He is a former mathematics and physics instructor and still serves as a visiting lecturer at colleges and universities. He served as a member of the Baltimore Advisory Council on Vocational Education and was its chairman in 1970. He was an original member of the Ad Hoc National Advisory Council on Vocational Education in 1968-69 whose report was responsible in large measure for the Vocational Education Act of 1968. He also served as a member of President Nixon's Council on Federal Financial Aid to Higher Education. Mr. Rosenberg has published many books and articles in the fields of insurance and aviation.

Dr. Mark R. Shedd, Superintendent, School District of Philadelphia, is the chief administrator for more than 280,000 pupils taught by 12,500 teachers in 270 schools. He administers an operating budget of 312 million and a capital budget of 350 million. He holds strong views on the importance of innovation in education, on the necessity for integration, decentralization and community participation. In a former position as Superintendent of Schools, Englewood, New Jersey, he helped design and implement a plan that desegregated the schools. Dr. Shedd has authored many articles on education ranging from team teaching to promoting educational leadership in desegregated schools.

Dr. Cleveland L. Dennard, President, Washington Technical Institute, brings considerable educational experience and competent professional performance to the conference. He holds both undergraduate and graduate degrees secured in course and received the Doctorate at the University of Tennessee. He served as Director of Vocational Education in Atlanta, Georgia, from 1961 to 1965 when he accepted the appointment as Deputy Commissioner of Human Resources in New York City. During his tenure as the first President of the Washington Technical Institute since 1967 the student body has grown to more than 5000 full and part-time students. He is very active professionally and socially serving as a trustee and member of the Boards of Professional and Community Service Organizations. He currently is serving on the Board of the Washington Urban League, President's Advisory Council, and the Adult Basic Education Association.

Dr. Arthur Lee Hardwick, Associate Commissioner, Bureau of Adult, Vocational and Technical Education, US Office of Education, is the Senior Vocational Education Administrator in the Office of Education. Prior to assuming his present position Dr. Hardwick was a member of the corporate staff of Radio Corporation of America with the title of Manager, Educational Systems. Previously he served as an engineer with Boeing Aircraft Corporation and as a consultant in Laser Technology with the North American Aviation Corporation. He has also served as consultant for the US Office of Education and the National Advisory Council. He holds the Doctorate received in course from Oklahoma State University.

The five major subjects (objectives) to which the speakers addressed their remarks were:

1. To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

2. To assess the extent to which the present total program of education meets the needs of the economy.

3. To determine the role of vocational education in meeting career education needs of youth and adults and of the economy.

4. To assess the relevancy of education in meeting the career education needs of youth.

5. To assess the relevancy of education in meeting career education needs of adults and the economy.

Panelists reacted to the speakers remarks at the conclusion of each presentation. In addition, they raised questions directed to the speakers to further clarify the issues and to provide background and stimulation for small group discussions which followed the general sessions.

Conference participants then met in ten small discussion groups, chaired by outstanding community leaders. During the two day conference a total of five hours was scheduled for these discussion sessions. A discussion guide was distributed to each group leader for guidance in discussing each objective which focused upon specific issues relevant to vocational-technical education. Group members were encouraged to contribute their ideas and to take an active part in developing conclusions based upon their knowledge, the speakers presentations, and the reactions and questions raised by the panel members. In addition, each participant was requested to complete an opinionaire which enabled him to record his personal reactions to all of the objectives set forth for the conference and to express ideas concerning specific issues. Each discussion leader was assisted by a recorder who reported group findings and pertinent conclusions for inclusion in the summary report of the conference.

At the end of the second day, the conference reconvened to a concluding general session. Floor discussions and questions were encouraged and recorded for inclusion in the summary report.

The Regional Commissioner of Education, Dr. Walker F. Agnew, summarized the conference findings in general, expressed appreciation to all of the participants and brought a very active and productive conference to conclusion.

The proceedings of the general sessions of the conference were recorded by a public stenographer to assure accurate reporting of the speakers comments and participants testimony.

SUMMARY OF CONFERENCE ACTIVITY

This section of the summary report reflects the major contributions of the conference as it focused on the five objectives. These objectives were assessed in depth during the conference through the comments of the speakers, reaction of the panelists, discussion group deliberations and analyses of opinionaires completed by the participants.

OBJECTIVE I

TO ASSESS THE EXTENT TO WHICH THE PRESENT PROGRAM OF EDUCATION MEETS THE CAREER EDUCATION NEEDS OF YOUTH AND ADULTS IN THE COMMUNITY.

The general conclusions of the conference from all sources of appraisal was that clearly, emphatically and without question, the present program of education does not meet the career education needs of our youth and adults. Many of the conference participants referred to our education programs as a "National Disgrace" and indicated in very strong language that sweeping changes must be made in our present educational system in order to correct the increasing complexity of this problem.

Governor Russell Peterson of Delaware in speaking to this objective gave strong evidence that our educational system does not meet education needs of the American Society. He stated that over sixty percent of the students who finish their formal education have no specific training for a career in which to earn a living. The Governor said, "Failure to obtain training for a career and especially failure to find a job are frustrating and debilitating experiences. It is not surprising that more and more youth are resorting to drugs and alcohol, to crime and delinquency and to rebellion against the 'Establishment'."

Focusing on the same general subject as the Governor, Dr. Arthur Lee Hardwick, Associate Commissioner of Education, raised the question, "What causes the apparent paradox of an extreme shortage of labor supply at a time when there is a great supply of labor available?" He gave as an example, the unfilled "Help Wanted" ads seeking skilled workers. He states, "I submit that this (paradox) is caused by an educational system which has failed to adjust itself to the complex world in which we now live." He continued, "For too long a period of time, education has failed to adjust to the needs of the American economy."

Governor Peterson went on to say that a college education is important and for many careers, a must. Certainly we need to continue to support our colleges and universities strongly. He continued, "The road to college is well paved. With the exception of some of our disadvantaged families, there is little need for concern about a young person who is qualified and wants to pursue a career that requires a college education." The Governor emphasized there is, however, good reason to be concerned about the educational opportunities for those who want a career that doesn't require a college education. In his words, "We need a major increase in opportunities and counseling for vocational education." The Governor advised he was told that today we spend approximately fourteen times as much public funds on higher education as we do on vocational education. Again, in his words, "Certainly this ratio is out of balance."

Dr. Hardwick added strong support to Governor Peterson's concerns by indicating the American society has aggrandized the college degree and looked down on those programs that are less than baccalaureate degree level. This is in spite of the fact that people such as Dr. James Holderman, Executive Director of the Illinois Board of Education has stated "Fewer than 20 percent of our job opportunities will require a four-year college degree during the 1980's."

Governor Peterson expressed the belief that with an adequate commitment to helping everyone find a satisfying and rewarding career, we will not only solve the unemployment and underemployment problems, we will also crack our major social problems, such as poverty and crime and will alleviate group prejudices and alienation.

The Governor indicated more must be done to assist adults in career training. We know the average adult will change work assignments a minimum of seven times during the course of his career and will even change careers on an average of three times during his working years. He feels we should be prepared to provide adequate career education to meet this need.

Governor Peterson stated, "We know what our present problems are and we can accurately predict some that will emerge. We even know, in certain situations, how to meet and solve a substantial number of such problems. We realize our own need for change, adjustment and additional commitment in this regard. In spite of all this, we are falling far short of solving our career education problems with our present education process."

The General Conference through the panelists and the ten discussion groups strongly supported the speakers concerns and proposed courses of action.

In responding to a question on the opinionaire which asked, "To what extent does the present school system in your community provide services for students entering the world of work?", only seven percent of the respondents indicated that most students have a job skill by the time they leave school, while 68 percent indicated that few students have job skills by the time they leave school.

OBJECTIVE II
TO ASSESS THE EXTENT TO WHICH THE PRESENT TOTAL PROGRAM OF EDUCATION MEETS THE NEEDS OF THE ECONOMY.

"The present system of education is making a valiant attempt to meet the needs of the economy but is waging a losing battle," said a school official from the city of Richmond, Virginia.

"Should the schools train for jobs or should they stick to their academic subjects and leave training to industry, unions and private schools?", questioned a Community College student.

"The schools could do a much better job of preparing youth and adults to enter the labor market with greater cooperation and support from business and industry," stated a union official.

Business and industry are more than willing to work with the schools if they will tell us what they need and show us how we can be helpful to them. We are aware the success of business and industry depends to a great extent upon the workers that make the products, build the houses or till the soil. If the economy of our country is to grow, the schools must prepare our people for the jobs in today's market because industry can never take the place of the schools in providing job preparation, so stated a representative of a large business chain operating in several states.

The above statements represent a few of the many searching questions and pertinent comments expressed as the conference participants analyzed Objective II. Some of the educators in attendance took the position that the present school system is doing an ever improving job of preparing people for the world of work. However, business and industry representatives expressed strong feelings that conditions in the schools are deteriorating rather than improving.

Dr. August Bolino, Professor of Economics at Catholic University and a conference speaker dealing with this objective, said, "The schools are in disarray and are in no position now to concern themselves with the question of responding to the manpower needs of the economy." He stated, "There was nothing new about the belief that schools were not giving industry properly trained workers." He referred to a study reported by J. W. Dietz at a meeting of the American Management Association in 1925. The Dietz study concluded the schools were not meeting this need at that time.

Dr. Bolino stated, "that many claim, if the schools had prepared youth for employment after World War II, there would have been no need for the Job Opportunity in Business Sector Program, the Manpower Development and Training Act, or the National Alliance of Businessmen Act." In addressing himself to the question of whether schools should train for jobs Dr. Bolino pointed out that in 1965 Massachusettes Institute of Technology Professors advocated that all elementary school children be given some vocational training. In contrast to the Massachusettes Institute of Technology Professors the National Commission on Technology Automation and Economic Progress in 1966 took the position that the schools should teach academic subjects and leave vocational and job training to industry and business. Dr. Bolino stated, "I prefer to think that educators, in spite of the current malaise in the system, desire to know and to address themselves to the nation's manpower needs."

Mr. Leonard Rosenberg, President of the Chesapeake Life Insurance Company, another conference speaker, advised that the research of most of the economists consistently shows a favorable relationship between an individual's educational attainment, his subsequent income, and prospects for employment.

According to Mr. Rosenberg, Innes, Jacobson and Pellgrim in 1965 found (a) annual income increases as years of schooling increase and (b) total lifetime income increases as educational attainment increases. He stated, "Education has positive effects on the development of human talent. Talent which is manpower, in turn, has positive effects on economic growth."

The conference participants were almost unanimous in agreeing with the speakers that most educators are concerned about the nation's manpower needs and support the proposal that schools should train for jobs.

In response to a question on the opinionaire, 64 percent of the respondents felt there is not enough employer participation in curriculum development and that top priority must be given to closer cooperative relationships between the schools and the business community.

The conferees did not place all of the blame for poor job preparation programs on the employer. Sixty-five percent of the respondents to the opinionaire felt that few schools are flexible enough to provide new training programs requested by employers.

OBJECTIVE III

TO ASSESS THE RELEVANCY OF VOCATIONAL EDUCATION IN MEETING THE NEEDS OF THE ECONOMY

To what extent should vocational education be available to high school students? This question was asked of the conference attendees through the opinionaire, to which 89.5 percent responded that most high school students should enroll in vocational education courses. Mr. Leonard Rosenberg in his remarks and during the questioning period in the general session, basically supported the concept of vocational training for all students. He stated however, that educators should not concentrate on developing highly trained technical workers but should give them greater and earlier exposure to the world of work. He continued, "In my opinion industry does not want or should not want an individual highly trained to do a specific job, but rather an individual who is trainable and, as I have said before, adaptable of changes."

Mr. Rosenberg placed strong emphasis on motivational training. He took the position that if vocational education will give business a man or woman with a happy training experience, motivated to advance in a skill or to learn other skills, then vocational education has met the manpower needs of the economy. Unfortunately, according to Mr. Rosenberg,

education has not accomplished this goal. He stated, "As a general rule students come to our company hating anything connected with learning or schooling." Mr. Rosenberg advised that well over fifty percent of those hired by his company and placed in typing classes reject company training, showing complete indifference for anything connected with learning. He recommended that schools give our students a sense of accomplishment and send them out into this world with confidence, pride and satisfactory learning experiences. He expressed the belief that our vocational schools are not doing this and are therefore not meeting the needs of the individual or of the economy.

The conference participants did not take issue with Mr. Rosenberg and in general voiced agreement with his position. Some questions were raised that enabled him to elaborate on his prepared text. One question concerned his reference to the dwindling necessity for specific job preparation as opposed to a general preparation for work. Mr. Rosenberg was asked how far he would go in the direction of general job preparation. He advised he would prefer training that could be of the cluster type so that a person would have something to fall back on should his chosen specialty not satisfy his interests, aptitudes, and skills.

Another question focused on how early Mr. Rosenberg would consider starting career education. His prompt and pointed response was "Kindergarten." This response met with almost unanimous participant approval.

OBJECTIVE IV

TO ASSESS THE RELEVANCY OF EDUCATION TO MEETING THE CAREER EDUCATION NEEDS OF YOUTH

"It has been well documented that education today is not relevant to the career needs of all its students," said Dr. Mark R. Shedd, Superintendent of Schools in Philadelphia, Pennsylvania, a key conference speaker.

He continued by indicating that there is plenty of career preparation for the future professional because education today is still oriented toward college entrance. But what about the more than 40 percent of students who don't go to college asks Dr. Shedd? What have we done for them? His answer; unfortunately, not much.

Dr. Shedd expressed the belief that our country has never provided an adequate national vocational education program. We have simply continued to latch on to existing programs and, as a result, vocational education traditionally has had a lower status on the part of those holding the education purse strings.

Dr. Shedd was emphatic in saying, "I don't think it's overstating the case a bit to say that this nation's attitude toward vocational education still is that it is designed for someone else's children, for the dumb kid who just can't make it academically." In continuing to tell it like it is, he said, "Education in itself has to shoulder a good deal of the blame. Educators, along with everyone else, pushed Johnny toward college, whether he wanted to go or not, no matter his likes or dislikes or his career aspirations."

According to Dr. Shedd, some changes were generated in the image of vocational education in the 1960's through the Vocational Education Act of 1963 and 1968 amendments. Unfortunately, the funding level was not commensurate with our verbal commitment. As a nation we spend billions to finance an unwanted war and billions more for space exploration and only a pittance to provide our young people with adequate career education. There is no way for education to meet the career education needs of our youth so long as we adhere to our existing funding priorities.

In discussing career education, Dr. Shedd believes we are missing the boat. "We, in this country, have simply got to get all youngsters thinking of a career, not just those who are headed for college and eventually a profession." He urged pupils in elementary and junior high schools be given a greater awareness about the world of work, about themselves, and about their role in the world of tomorrow. He stated, "Most school systems have failed miserably, so far, to give the student the tools early enough to make an intelligent decision about what he wants to do and how he wants to go about doing it."

Dr. Hardwick expressed strong support for Career Education also. He stated, "We must change the concept of general education to one of career education so that options will be provided for youngsters to continue on to a higher education or to enter the world of work directly upon graduation from high school. In order to accomplish these goals a complete restructuring and reorientation is necessary if we are to meet the needs of all people in our society."

There was extensive agreement with the speakers remarks by the general conference as indicated by the applause and favorable comments. The responses from the discussion groups were also quite complementary and supportive of both speakers assessment of the status of our education program in meeting the career education needs of our young people.

OBJECTIVE V

TO ASSESS THE RELEVANCY OF EDUCATION IN MEETING CAREER EDUCATION NEEDS OF ADULTS AND THE ECONOMY

Dr. Cleveland L. Dennard, President of the Washington Technical Institute, was the guest speaker for Objective V.

In referring to the status of today's economy Dr. Dennard stated, "We are concerned with the fact that we have an unemployment rate in excess of six percent ... The people we are talking about (unemployed) in the four percent group are usually the minorities who are less educated. It's really not a problem, but escalate that to five percent and it includes people other than the minorities. Raise it to six percent and we have a problem with the economy."

He continued, "It is in this framework and in this context that we raise the issue of the relevance of the educational process for career development for adults." And, "... now you are asked to do a job of preparing adults for career educational opportunities in an economic market that does not manage itself." "... what we have really done for nearly 200 years is put out a series of brushfires." "... there does not exist a national policy for manpower development and utilization." "... but I am not certain that more money is the answer to this problem."

Dr. Dennard continued, "I assume that educational skills for vocational education or to hold a career presupposes that six skills (following) are present and have been learned in an environment which someone has taught them. Those skills are:

a. The ability to conceptualize, to see with one's mind's eye.

b. The ability to analyse.

c. The ability to discriminate between those things that are found in the analysis (size, shapes, textures).

d. The ability to infer.

e. The ability to synthesize, to draw conclusions.

f. The ability to generalize."

"I'd like to see or suggest, that unless we take a behavioral based approach; unless we take an outcomes approach; unless we place this concept of learning by doing in the concept of how well can he do, and then back into it, then the results cannot be relevant because the individual then does not have the intellectual skills necessary to adjust to this amorphous environment, both economic as well as education, that he has to articulate."

Dr. Hardwick stressed the importance of career education for adults. He stated, "Adult career-oriented education will be emphasized to permit updating and upgrading of job skills, to insure continued employment and permit adults to make career changes. The adult must have opportunities to gain new skills, knowledge and understanding to advance up the career ladder, or to move to other jobs. Refresher training for updating job skills must be readily available."

The opinionaire addressed to the pertinent objective had implications for the vocational training of adults. Of the conferees responding 89 percent agreed that resources should be shared among public schools, private schools, business and industry. In a second question, should job placement services be available for most youth and adults, there was a positive 97 percent agreement.

SUMMARY OF ACTION RECOMMENDED

The Region III Fact-Finding Conference on Vocational Education after two days of in depth analysis and discussion respectfully submit to the Secretary of Health, Education and Welfare the following recommendations:

1. Career Education be adopted by the US Office of Education as a national program and appropriate funding priorities be established.

2. Funding be made well in advance of implementation to permit careful planning of career education programs.

3. Career orientation, beginning in the elementary grades be provided throughout the productive years of the individual as a continuing unit of career education.

4. Improved techniques be developed for projecting manpower needs at the local, state and regional levels as a basis for career education program planning.

5. Full financing of 1968 amendments to the Vocational Education Act of 1963 is strongly urged.

6. Provision be made for continuous program and curriculum revision at all educational levels based on the interests and needs of youth and adults and the rapidly changing manpower requirements of the national economy, thus permitting greater flexibility in career development.

7. The academic and vocational programs in all school systems be fused into one balanced program with career education concentration.

8. A broader application of work-study with individualized schedules be adopted to permit and encourage career development at its most effective level.

9. A partnership be formed with education, the community, business, labor unions and government to design the structure for career education.

10. There be developed at the local level, with support at Federal and State levels, more comprehensive counseling and guidance programs to assure better selection and improved training of professional personnel.

11. The counseling and guidance program of youth and adults be strengthened by providing career guidance, job placement and follow-up services.

12. Existing labor laws be reviewed and revised if necessary to meet the work experience requirements of a career education program.

13. The national education structure be reorganized to establish one agency with assigned responsibility for education and training programs now widely dispersed throughout all governmental agencies.

14. A national effort be concentrated on improving the image of vocational education in the United Stated through the use of modern public relations techniques.

15. Strengthening the role of the Advisory Councils for Vocational Education at the Federal, State and local levels.

16. A comprehensive incentive and motivation program be established for vocational education similar to that now in existence in the academic field.

APPENDIX

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

Views of Conference Participants - Part I

Introduction

The purpose of this document is to assure that every person has a chance to express his opinion about the educational system of his community. Your contribution is voluntary and should be given in terms of your experience.

Directions

Indicate your answer(s) in the appropriate space(s) with a check mark (✓).

1. Which of the following statements most accurately describe vocational education?

   _____ It has value for only the non-college bound student

   _____ It has value for every student

   _____ Emphasis in vocational education is on manual skills

   _____ It has the status of academic education

   _____ Vocational education is preparation for work as well as further education

2. Have you ever taken courses in vocational education? _____ Yes _____ No
   At what level?

   _____ Grade school

   _____ High school

   _____ Two year college

   _____ Four year college

3. If you did not take courses, why not?

   _____ They were not available

   _____ Preferred to take courses needed for college admission

   _____ Grades not high enough

   _____ Not interested

   _____ Advised not to

   _____ Other, specify _____

4. Do the schools offering vocational programs in your community also have a job placement service? _____ Yes _____ No

5. Do you want your children to take

_____ Vocational education

_____ College preparatory subjects

_____ both vocational and college Preparatory subjects

_____ does not apply

6. Would you support the spending of more money for vocational education in your community? _____ Yes _____ No. If yes, should increased money come from

_____ Federal government

_____ State government

_____ Local government

_____ Other, specify _____

_____ Private industry

_____ Tuition

_____ All of above

7. Are there programs of vocational education available in your community? _____ Yes _____ No. If yes, at which of the levels listed below are vocational education programs provided?

_____ Junior high school

_____ High schools

_____ Junior college

_____ Other, specify _____

_____ Evening Adult Program

_____ Industrial Plant Schools

_____ College

8. Have you ever advised or participated in deciding what educational courses should be offered in schools? _____ Yes _____ No. If yes, did you participate as a

_____ Parent

_____ Employer

_____ Other, specify _____

_____ Student

_____ School Board Member

9. Should there be greater emphasis on introducing the world of work in elementary school? _____ Yes _____ No

10. Have you ever visited a vocational school? _____ Yes _____ No

11. Check the category which most accurately describes your interest at this conference.

_____ Employer

_____ Employee

_____ Educator

_____ Unemployed

_____ Student

_____ Other, specify _____

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

Views of Conference Participants - Part II

In order to assure that all participants at this conference have the chance to express themselves about issues in vocational education and to learn more regarding how people think about these issues, the following questions were designed. If you like, please take this opportunity to contribute your ideas based on your community and your own experience. There is no need to identify yourself.

Objective 1

To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

1-a. To what extent does the present school system in your community provide services for students entering the world of work immediately upon leaving school?

_____ Most students looking for work have a job skill by the time they leave school.

_____ About one half of the students looking for work have a job skill by the time they leave school.

_____ Few students looking for work have a job skill by the time they leave school.

1-b. To what extent does the present school system in your community prepare students for further education upon leaving high school?

_____ Most students are prepared for further education by the time they leave high school.

_____ About one half of the students are prepared for further education by the time they leave high school.

_____ Few students are prepared for further education by the time they leave high school.

1-c. Is the present school system in your community providing adult education for:

o re-entering the work force	_____ Yes	_____ No
o retraining to remain in the work force	_____ Yes	_____ No
o training for advancement in the work force	_____ Yes	_____ No

1-d. Is the present school system in your community providing education in preparation for work to the following:

minorities	_____ Yes	_____ No
school dropouts	_____ Yes	_____ No
handicapped	_____ Yes	_____ No

What are the strengths and weaknesses of the present school system in meeting the career education needs of youth and adults in your community?

Objective 2

To assess the extent to which the present total program of education meets the needs of the economy.

2-a. To what extent is the present system of education meeting the manpower needs of the economy of your community?

_____ Most training programs are directed to the job demands of the community.

_____ About one half of the training programs are directed to the job demands of the community.

_____ Few training programs are directed to the job demands of the community.

2-b. To what extent do the major employers in your community hire persons trained by the schools of the community?

_____ Most employers are able to locate the employees they need from the local schools.

_____ About one half of the employers are able to locate the employees they need from the local schools.

_____ Few employers are able to locate the employees they need from the local schools.

2-c. To what extent do the schools in your community provide trained workers for new employers moving into the community?

_____ Most schools are flexible enough to provide the new training programs requested by employers.

_____ About one half of the schools are flexible enough to provide the new training programs requested by employers.

_____ Few schools are flexible enough to provide the new training programs requested by employers.

2-d. To what extent do employers work with the schools to define manpower needs and to participate in developing programs to meet these needs?

_____ Most educational programs have active employer participation in the development of their curriculums.

_____ About one half of the educational programs have active employer participation in the development of their curriculums.

_____ Few educational programs have active employer participation in the development of their curriculums.

What are the strengths and weaknesses of the present school system in meeting the needs of the economy in your community?

Objective 3

To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

3-a. To what extent should vocational education be available to high school students.

_____ Most high school students should enroll in vocational education courses.

_____ About one half of the high school students should enroll in vocational education courses.

_____ Few high school students should enroll in vocational education courses.

3-b. To what extent should the public schools coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education?

_____ Resources should be shared among public schools, private schools, business, and industry.

_____ Public and private efforts should be coordinated only for special groups, i.e. unemployed, handicapped, minorities etc.

_____ Public and private resources should be kept separate.

3-c. To what extent should job placement services be abailable to persons leaving school? Job placement services should be available for:

_____ Most students

_____ About one half of the students

_____ Few students

3-d. To what extent should vocational counseling be available to high school students?

_____ Most high school students should have vocational counseling.

_____ About one half of all high school students should have vocational counseling.

_____ Few high school students should have vocational counseling.

Suggest what the role of vocational education should be in meeting the career needs of youth, adults and the economy?

Objective 4

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

Directions

Check (✓) the items listed below which would improve the efficiency and effectiveness of the educational system. Add items which have been omitted.

____ Integrate general and vocational education.

____ Contract with private schools to help prepare every person for employment or further education.

____ Provide incentives for private industry to help prepare every person for employment or further education.

____ Develop multi-media instructional materials for use in the home to prepare every person for employment or further education.

____ Expand the school year to 12 months.

____ Provide parents with educational vouchers for purchasing the instructional services desired for their children.

____ Other, specify

Objective 5

To identify the areas of improvement in the total educational system for which vocational education should be responsible.

Directions

Check (✓) the items listed below for which vocational education should be responsible; add items which have been omitted.

____ Orientation to the world of work

____ Work study experience throughout junior and senior high school

____ Assuring every student a marketable skill

____ Vocational counseling for all students

____ Educational credit for work experience

____ Educational credit for home study

____ Vocational exploration to facilitate occupational choice

____ Appreciation of ethnic cultures

____ Occupational preparation of post secondary students

____ Occupational preparation, retraining, and upgrading of adults

____ Other, specify

RESULTS OF OPINIONAIRE

Indicated by percentages of the total number responding to each part of the question.

Views of Conference Participants - Part I

1. Which of the following statements most accurately describe Vocational Education?

2%	it has value for only the non-college bound student
26%	it has value for every student
2%	emphasis in vocational education is on manual skills
0	it has the status of academic education
39%	Vocational Education is preparation for work as well as further education
31%	other (not classified)

2. Have you ever taken courses in vocational education? 79% Yes 21% No

5%	Grade School	6%	Two Year College
52%	High School	37%	Four Year College

3. If you did not take courses, why not?

17%	They were not available	1%	Not interested
8%	Preferred to take courses needed for college admission	2%	Advised not to
0	Grades not high enough	0	Other, specify

4. Do the schools offering vocational programs in your community also have a job placement service?

58% Yes 38% No 4% Don't Know

5. Do you want your children to take

2%	Vocational Education	79%	both vocational and college preparatory subjects
3%	College preparatory subjects	16%	does not apply

6. Would you support the spending of more money for vocational education in your community? 95% Yes 1% No

If yes, should increased money come from

12%	Federal Government	0	Private Industry
3%	State Government	0	Tuition
0	Local Government	31%	All of Above
1%	Other, specify	50%	Other (combination)

7. Are there programs of vocational education available in your community? 96% Yes 1% No

If yes, at which of the levels listed below are vocational education programs provided?

0	Junior High School	3%	Evening Adult Program
6%	High Schools	1%	Industrial Plant Programs
0	Junior College	0	College
88%	Other, specify		

8. Have you ever advised or participated in deciding what educational courses should be offered in schools? 71% Yes 28% No

If yes, did you participate as a

9%	Parent	2%	Student
8%	Employer	5%	School Board Member
52%	Other, specify		

9. Should there be greater emphasis on introducing the world of work in elementary schools? 98% Yes 2% No

10. Have you ever visited a vocational school? 97% Yes 3% No

11. Check the category which most accurately describes your interest at this conference.

13%	Employer	4%	Employee
64%	Educator	0	Unemployed
7%	Student	12%	Other, specify

Views of Conference Participants - Part II

Objective I
To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

1-a. To what extent does the present school system in your community provide services for students entering the world of work immediately upon leaving school?

7%	Most students looking for work have a job skill by the time they leave school.
25%	About one half of the students looking for work have a job skill by the time they leave school.
67%	Few students looking for work have a job skill by the time they leave school.
1%	Blank

1-b. To what extent does the present school system in your community prepare students for further education upon leaving high school?

24%	Most students are prepared for further education by the time they leave high school.
54%	About one half of the students are prepared for further education by the time they leave high school.
20%	Few students are prepared for further education by the time they leave high school.
2%	Blank

1-c. Is the present school system in your community providing adult education for:

re-entering the work force	68% Yes	19% No	6% Blank
retraining to remain in the work force	66% Yes	20% No	7% Blank
training for advancement in the work force	67% Yes	21% No	5% Blank

1-d. Is the present school system in your community providing education in preparation for work to the following:

minorities	73% Yes	17% No	3% Blank
school dropouts	59% Yes	29% No	5% Blank
handicapped	73% Yes	15% No	5% Blank

Objective II
To assess the extent to which the present total program of education meets the needs of the economy.

2-a. To what extent is the present system of education meeting the manpower needs of the economy of your community?

30% Most training programs are directed to the job demands of the community.

30% About one half of the training programs are directed to the job demands of the community.

37% Few training programs are directed to the job demands of the community.

3% Blank

2-b. To what extent do the major employers in your community hire persons trained by the schools of the community?

29% Most employers are able to locate the employees they need from the local schools.

32% About one half of the employers are able to locate the employees they need from the local schools.

31% Few employers are able to locate the employees they need from the local schools.

1% Blank

2-c. To what extent do the schools in your community provide trained workers for new employers moving into the community?

14% Most schools are flexible enough to provide the new training programs requested by employers.

20% About one half of the schools are flexible enough to provide the new training programs requested by employers.

57% Few schools are flexible enough to provide the new training programs requested by employers.

1% Blank

2-d. To what extent do employers work with the schools to define manpower needs and to participate in developing programs to meet these needs?

15% Most educational programs have active employer participation in the development of their curriculum.

19% About one half of the educational programs have active employer participation in the development of their curriculums.

58% Few educational programs have active employer participation in the development of their curriculums.

8% Blank

Objective III

To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

3-a. To what extent should vocational education be available to high school students.

86% Most high school students should enroll in vocational educational courses.

8% About one half of the high school students should enroll in vocational education courses.

2% Few high school students should enroll in vocational education courses.

4% Blank

3-b. To what extent should the public schools coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education?

85%	Resources should be shared among public schools, private schools, business, and industry.
8%	Public and private efforts should be coordinated only for special groups, i.e. unemployed, handicapped, minorities, etc.
5%	Public and private resources should be kept separate.
2%	Blank

3-c. To what extent should job placement services be available to persons leaving school? Job placement services should be available for:

95%	Most students
2%	About one half of the students
2%	Few students
1%	Blank

3-d. To what extent should vocational counseling be available to high school students?

98%	Most high school students should have vocational counseling.
2%	About one half of all high school students should have vocational counseling.
0	Few high school students should have vocational counseling.

Objective IV

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

Directions

Check the items listed below which would improve the efficiency and effectiveness of the educational system. Add items which have been omitted.

74% Integrate general and vocational education.

32% Contract with private schools to help prepare every person for employment or further education.

55% Provide incentives for private industry to help prepare every person for employment or further education.

43% Develop multi-media instructional materials for use in the home to prepare every person for employment or further education.

42% Expand the school year to 12 months.

20% Provide parents with educational vouchers for purchasing the instructional services desired for their children.

14% Other, specify.

Objective IV - The comments which follow reflect opinions of about two percent of the participants.

Public relations must be focused primarily on parents and teachers. They are the trustees for career thinking, planning, and involvement during the growth years.

Remove barriers to better exposure and experience for students to the world of work for junior and senior high school students.

Make it possible for students to spend a year or more on a job and then return to school.

Establish career orientation and counseling and allow students to study and work on a very flexible schedule toward a chosen vocation, but with provision to change direction both horizontally and vertically.

Eliminate tenure laws and put education on a more business like basis where production determines promotion or job retention.

Better utilization of existing facilities is needed.

Objective V
To identify the areas of improvement in the total educational system for which vocational education should be responsible.

Directions
Check the items listed below for which vocational education should be responsible; add items which have been omitted.

71% Orientation to the world of work.

70% Work study experience throughout junior and senior high schools.

66% Assuring every student a marketable skill.

76% Vocational counseling for all students.

68% Educational credit for work experience.

45% Educational credit for home study.

71% Vocational exploration to facilitate occupational choice.

44% Appreciation of ethnic cultures.

63% Occupational preparation of post-secondary students.

72% Occupational preparation, retraining, and upgrading of adults.

5% Other

Objective V - Comments
Coordinate with other educational divisions (academic, special, higher education) to provide for transfer and/or articulation and reinforcement.

Special planning to relate the program to the drop-out and ghetto student.

Relate remedial education, i.e. speech, reading, and mathematics directly to vocational education.

We must not allow critical needs for vocational education to overshadow the necessity for a valid basic education for all students. No student should be pushed too fast into skill development without the ability to communicate effectively.

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